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## Glossophobia in Training of Speech

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### Abstract

*Glossophobia which is known as social phobia is a big problem in delivering a speech. As such, this research is purposed to thoroughly investigate the problems faced by the students in training of speech in Darul-Huffadh Islamic boarding school of Tujutuju, Kajuara, Bone. With regard to the methodology applied in this study, a qualitative approach was used to describe the data that was discovered from the field through observation with the questionnaire and in-depth interview and field note. In addition, forty-one students were chosen as samples, whilst only ten were selected and invited to have an in-depth interview; these were chosen by using purposive sampling. Finally, the major implication of this study is to confront the problems dealt with the students in training of speech as a recommendation in education that should be taken into account and needs to be solved immediately and for the other researcher to conduct in-depth investigations of research to produce a better outcomes.*

**Keywords:** Glossophobias, Speaking Performance, Training of Speech

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## 1. Introduction

Speaking is a fundamental of productive skill that frequently utilized in daily activity. Speaking is a way of conveying the idea through a message spoken in communication (Efrizal, 2012). Habitually, people can interact easily with society; ironically, rarely everyone can perform a speech or a presentation accurately and fluently in front of the public because the great number human being found themselves in trouble when facing the public. (Arun et al., 2013; Hancock et al., 2010) stated that Public speaking anxiety is also known as Glossophobia, where 75 % of the population having this fear and one of the most prevalent fears. Glossophobia is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a language for communication beyond the classroom (Zheng, 2008).

Excessive theories of speaking are proposed by experts in a different presentation. For instance, Brown (2001), classifies speaking into two; transactional and interactional while Richard (2008), points out that speaking is categorized into three; interactional, transactional and performance. Speaking performance which is interconnected with public speaking is usually done in the formal event such as presentation, speech, and lecturing. Many researchers have done a research on public speaking or speaking performance; for instance, Osboe et al ( 2007); Keong & Jawad (2015); Tuan & Mai, (2015) conducted a

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research about factors affecting students' speaking performance. The results of their study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. On the other side, Astuti (2016), discovered that there is a gap between student's English competence and performance where the curriculum is designed only to develop the student's competence such as grammar, reading and how to answer the test without considering students' performance.

On the other side, some scholars conducted and analyzed the factors which are focused on the anxiety such as: Alyan (2013) & Al-Nouh et al (2015) have investigated the problem and difficulties of the students faces in oral presentation yet this research is aimed to describe the problems faced by the students of Tujutuju Islamic boarding school of Darul Huffadh when the students are doing training of speech. Training of speech is an activity which is intended to train and habituate the students to stand and to deliver a speech in three languages; Arabic, English, and Indonesian in front of the public regularly done twice in a week. In fact, many students were sick when they got a turn to deliver their speech, the purpose of this paper is to find out the students' problem faced in their activity of doing speech so that the problems can be recommended as consideration to be solved and to anticipate. As a result, this research equips a list of problems as a guide to prevent these problems and to formulate an approach to overcome it. It is believed that the proposed problem can be used by the teacher to formulate a strategy to fix the problem in training of speech.

## **2. Method**

This part explains about the methodology of the research in specific. This study was applied descriptive qualitative method.

### **2.1. Location and Research Design**

This research was conducted in girl Islamic boarding school Darul Huffadh which is located in Tujutuju, Kajuaru, Bone city, South Sulawesi province in Indonesia. The reason for choosing this place because this Boarding school applied two languages in daily activities are English and Arabic. In addition, extracurricular of a speech training program using three languages: They are; Indonesian, English, and Arabic is implemented to support the students' language and performance. This research was conducted from February to March 2017. The current study was a qualitative research. Therefore, the researcher used some techniques to collect the data such as observation, interview, and field note.

### **2.2. Subject**

The informants of this research were the students of girl Islamic boarding school of Darul Huffadh which is famous as Tujutuju Islamic boarding school. Based on the primary data from the observation which has been done on July 2016 by giving a questionnaire related to the students' self-confidence and the information from the headmaster who has a responsibility to all students, it is found

that there were forty-one students of junior high school at the third grade got problem of the glossophobia. They were chosen because they have been learning and practicing English about three years. There were ten students chosen as the informant of the interview in this research, five students who have a serious problem of glossophobia, and five students who have less problem of glossophobia. This called as purposive sampling technique. All the informants were the girl because there only a few public speakers found in Indonesia especially in Ramadhan month usually conducted a speech in the mosque before doing tarawih prayer where man is dominated as a speaker and very rare the speaker from the woman.

### **2.3. Data Collection**

The data were gathered through observation when doing training of speech. In addition, the participant addresses some question using close questionnaire consist of 20 questions related to the problem of anxiety and glossophobia by gathering the information from the internet. The answers of the students were classified to the strong phobia or low of confidence; the students who have strong phobia were invited to be interviewed to have more investigated. Drever (1995), explains that two advantages can be found from the interview; the first is facilitating the interviewer to investigate and to find the proof by discussing the idea. The second is to help the interviewer to clarify the unclear idea.

### **2.4. Data Analysis**

The data in the field were found through observation; questionnaire and in-depth interview were analyzed descriptively by Miles Dan Huberman. (Thorne, 2008) recently expanded qualitative description into a realm she called interpretive description.

## **3. Findings**

The following is the negative syndromes in glossophobia which faced by the students of Darul Huffadh Tujutuju Islamic boarding school. The problems mostly appear to the students in training of speech activity that was regularly applied twice in a week. The data was taken from the survey by answering questionnaire related to the glossophobia and the interview. The data shows classified from higher answer shows that there are 38 students have heart palpitation and 3 do not, 37 students feel dissatisfaction with self Ability and 4 do not, 37 students compare with other and 4 do not, 36 students feel panic and 5 were not, 35 students feel self-doubt and 6 do not, 34 students feel nervous and 7 do not, 33 students feel excessive worry and 8 do not, 30 students afraid of making mistake and 11 do not, 29 students feel trembling and 12 do not, 29 students feel nausea and 12 do not, 28 students have cold or sweaty hands and feet but 13 do not, 27 students fear and 14 do not, 24 students have irrational fears and 17 do not, 23 students feel dry mouth and 18 do not, 21 students afraid of being critiqued and 20 do not, 20 students discomfort with body movement and 21 do not, 14 students are perfectionist and 17 are not, 11 students feel dizziness and 30 do not, 13 students feel muscle tension and 28 do not, 8 students feel shortness of breath and 33 do not. Look at table 1 and 2 in the appendix. The statements below are the transcription of the students' confession about the problems that they faced in the process of training of speech. The data was taken by deep interview using video

record where the researcher has asked permission to the respondent.

**Problems of glossophobia in training speech**

Inf 1: "I am nervous, fear, and don't know what I am saying when standing in front of the public)

Inf 2: "Trembling, clumsy, nervous"

Inf 3: "Yes ..I feel my feet, maybe all my body is cool, tremble in front of the public".

Inf 4: "particularly nervous, trembling, clumsy and fear"

Inf 5: "Sometimes I feel nervous, my hand e.. cool, my sweat out, and my body tremble, there is no preparation, and I don't know what should I say"

Inf 6 : "I feel trembling, e.. to speak in front of public, e.. nervous, afraid and clumsy"

Inf 7: "Suddenly I forgot the concept. Therefore only a view word I can say, I am totally nervous, shy and think that my friend will ridicule me, mock therefore I am not confidence, difficult to socialize with my friends"

Inf 7: "em.. Sometimes my hand cool or sometimes maybe trembles and shy in front of the public, maybe because of my friend, I am laughed"

Inf 8: when I am pointed, at the time I usually feel nervous, and tremble, like timid, silent, and not talkative, that is"

Inf 9: when ordered, always the same condition such pretending to be sick""the person is not confidence, inf 10: lazy to make a concept and usually close her face when delivering speech"

Ws : "I am afraid and nervous when speaking in front of the public, I am shy and afraid to be critiqued, shy and give up"

An : "tremble, fear, and afraid of to be critiqued, do not confidence in public"

Am : "not confidence, do not like to be center of attraction, nervous"

As : "tremble, dizziness, shy to speak in front of the public, afraid of being laughed"

Nj : "tremble; do not confidence, angry when pointed to give a speech in front of the public"

Nw : "( afraid of my language wrong, tremble when pointed to come forward, do not confidence, afraid of being critiqued"

Adz: "nervous, do not active speaking English, afraid of being laughed, shy, afraid of being critiqued, do not confidence in front of people"

Dh : "afraid of speaking in front of public, nervous, uncommunicative, lazy, afraid of making mistake, afraid of being mocked, nervous"

Fh : "nervous and afraid"

Ni : "look down to myself, always think that people's performance is better than me, when I come forward I start nervous, always think negatively"

Dta : " always nervous and do not confidence, afraid of making mistake, tremble, sweaty, afraid of being laughed by my friend"

Anh: (many people mock me)

NA: (I feel nervous)

Ds : “nervous, shy, do not confidence in front of the public, trembling”

Hh: “shy, nervous, afraid of being laughed”

Mmh: “afraid and do not confidence”

Am : “afraid, tremble, nervous, shy, easy to give up”

Ab: “afraid of making mistake, nervous, afraid of being laughed, shy, afraid of being critiqued, doubt”

Adz: the concept, do not confidence in front of the public, nervous, clumsy

Nf: “shy, tremble, nervous, clumsy, afraid of being critiqued, afraid of making mistake, afraid of being asked”

Vh: “can not speak in front of public, shy, and afraid of being critiqued”

Aav: “heart palpitation, tremble when facing public, nervous, like to pretend to be sick when I got to turn to speak, do not confidence in front of people”

lak : “doubt, excessive worry, negative thinking, shy to address the argument, afraid of making mistake”

#### 4. Discussion

This study discovered the problems faced by the students in training of speech such as heart palpitation, dissatisfaction with ability, comparing ability with other, feeling panic, self doubt, nervous, excessive worry, afraid of making mistake, trembling, nausea, cold or sweaty hands or feet, fear, afraid of being critiqued and so on. Besides the problems that have shown in the table, there are many problems that the researcher found from the interview such as stagnant, doubt, clumsy, shy, and uncomfortable to be the center of attraction and negative thinking. These problems usually appear to everybody where these problems actually do not harm someone and almost everybody ever feel the problems once in their life. Basically, all the problems above have the strong correlation between one another. Heart palpitation is often times happening to the students when someone wants to face the public. That related to nervousness are not physically dangerous. This is actually not miserable and frightening, but in the long-term, it is harmless human's physical health. This happens because someone usually thinks negatively about people's argument. This is supported by the informant's statement.

*“Ragu, khawatir berlebihan, negative thinking, malu mengajukan pendapat, takut salah”  
(hasitate, excessive worried, negative thinking, shy to adress an argument, afried of making mistake)*

*“AAV: deg degan, gemetara saat berhadapan di depn orang, gugup, suka pura pura sakit kalau dapat jadwal pidato, tidak pd di depan orang”*

*(Heart palpitations, trembling when face with people, nervous, always pretending to be sick when I have a turn to deliver a speech, do not confidence in front of the public.*

This statement consolidates about the other problems that caused of heart palpitation happened to someone such as negative thinking and excessive worried that make people fear to be criticized and laughed because of the student afraid of making mistake. Therefore, when this happened, that spur the other problems happen such as nervous, trembling and many others. In another hand, dissatisfaction the ability, comparing self with



other and Self-doubt related to low of self-acceptance because someone does not really appreciate her/his capability, this also occur because someone usually compares her/his ability to other people.

Consequently, people who feel this problem will look down her/his self and place the low level of confidence. This is supported by the statement: "NI: look down to myself, I usually think that people's performance is better than mine. When I come forward, I start nervous, always negative thinking". In addition, Feeling panic is a problem that usually appears to someone. This problem will cause someone stagnant and worry. Therefore, someone will start nervous and the concept that has been prepared before will lose and do not know what to say. This refers to the statement stated " I am nervous, fear, and don't know what I am saying when standing in front of the public". In this argument, the student feels panic when doing the speech in front of the public. Therefore, the student starts nervously. Because of nervous and fear, the student forgot the concept which makes the student does not know what to speak. This statement is also supported by the other statement that stated below:

*"actually I have been here about four years but I failed in the third grade. There is no remedial for examination in memorizing holy Qur'an. Therefore, twelve of our personal from the third grade failed and there only three of my friends were staying here while the other are gone. I have done twice in speech, I have understood the concept but fortunately when I am ordered to perform my speech. suddenly I forgot the concept. Therefore only a view word I can say"*

The student stated that she has practice speech twice, she has understood the concept and prepare before doing the speech. However, when the time for speech come and standing in front of the public, it suddenly forgot the entire concept. This shows that no matter how this student makes preparation for speech, this student will do the same because she always thinks negatively about herself, pessimist and compares herself to other. In addition, based on the observation that the researcher has done, the student has a good confidence because she has a positive attitude and thinking.

In case, nervous, trembling and cold or sweaty hands and feet are the problems that very familiar and very close to the people. This reaction is driven by the production of hormones and equips us to fight or escape from situations that are hazardous and threatening. This reaction usually appears to many students when facing the public. This is argued by some of the respondents in the following statement:

*" I am nervous, fear, and don't know what I am saying when standing in front of the public"*

*"Usually I am nervous when facing the public, but I try to handle it, I ask myself why people able and I am not? I believe I can"*

*"sometimes I feel nervous, my hand e.. Cool, my sweat out, and my body tremble."*

*"There are many problems that I face when speaking in front of the public, particularly nervous, trembling, clumsy and fear"*

*"sometimes I feel trembling, e.. to speak in front of the public, e..nervous"*

*"I am totally nervous, shy and think that my friend will ridicule me, mock therefore I am not confidence"*

*"em.. sometimes my hand cool or sometimes maybe tremble and shy in front of the public"*

*"when I am pointed, at the time I usually feel nervous, and tremble)*

*"AM : "afraid, tremble, nervous, shy, easy to give up"*

There are many reasons why these problems happened. it can be interpreted from the interview as: (1) the problems are naturally will happen to whoever, even to the people who have preparation. (2) The problems will appear in short of time when someone can control the reaction. (3) The problem will appear in long duration that caused other problems will appear when someone cannot control the condition.(4) the problems appear because of negative thinking and low acceptance to self-believe. On the other side, excessive worry, fear, afraid of making mistake and afraid of being criticized make many respondents feel worried in training of speech. Many reasons why this happened such as: afraid of being critiqued by MM or the manager of training of speech, afraid of being asked, afraid of being laughed, afraid of making mistake act. In this case, some students who experience these problems are shown from the students' confession stated: "I am totally nervous, shy and think that my friend will ridicule me, mock therefore I am not confidence". It is interpreted that this student feels worried about herself; she starts thinking that she will be mocked by her friend because she is stupid and cannot deliver and perform her speech well. This problem also happens to another student that we can see the argument: "maybe because of my friend, I am laughed", WS: "I am afraid and nervous when speaking; I am afraid of being critiqued, easily shy and give up"

Other reasons why the student feels this problem because they always feel that their language is not good. This happens because the students always compare her ability with others student and the student who always get punishment from language department or another department. As the same case that the student was scary to get punishment from the trainer of speech when they could not deliver and perform the speech well. Therefore, even though they have prepared their speech, they still feel this problem. Here is the argument of the students:

Ai : I feel very shy and afraid, trembling, I cannot figure out my tremble in front of public, difficult to speak in front of public, feel inferior, think negatively"

An : " tremble, fear, and afraid of to be critiqued, do not confidence in public"

As : "tremble, dizziness, shy to speak in front of the public, afraid of being laughed"

Nw : "I am afraid of my language wrong, tremble when pointed to come forward, do not confidence, afraid of being critiqued"

These problems are supported by Marinho et al (2015), concludes in his research that Fear of public speaking is a prevalent subtype of anxiety among college students. It happens more frequently in women, in students who rarely participate in activities involving speaking to audiences, and in those who have a negative self-perception of their voice and characterize it as high-pitched or soft.

## 5. Conclusion

Based on the finding and discussion interpreted, the researcher concludes that many problems faced by the students in training of speech related to glossophobia that mostly appear such as heart palpitations, dissatisfaction with own ability, comparing with other, feeling panic, self-doubt, nervous, excessive worry, afraid of making mistake, trembling, nausea, cold or sweaty hands or feet, fear, afraid of being criticized, afraid of being criticized, irrational fear, perfectionist, pessimist, negative thinking, shy, lack of confidence, clumsy, lazy, pretending to be sick, afraid of being laughed and many others. Generally, the problems appear because the lack of confidence and self-believe where the students always think negatively about themselves and people's argument. Therefore, it is implied

that these problems should be solved immediately because that can be harmful to the physic and psychics.

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